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ABSTRACT

Developed to help ensure that the unique characteristics of community college occupational education are reflected in the current national movement toward institutional accountability, this monograph describes a model accountability system for community colleges. Following introductory materials, the focus of institutional effectiveness is reviewed, indicating that measures can examine factors before, during, or after students' educational experience. Next, the following five elements that should be included in any accountability mechanism are described: (1) the participation and access of target populations, including efforts to profile student demographics and levels of academic preparation; (2) student intent and goals; (3) outcomes assessment related to student goal attainment and placement data; (4) the satisfaction of students with their educational experience and of employers with student preparation; and (5) financial/productivity statistics, including cost benefit and economic impact analyses. Finally, the effective use of data collected in accountability processes is discussed, highlighting its use in program review, program development, and developing a community report card and describing the appropriate and inappropriate uses of data with legislative and regulatory bodies. Appendixes provide a model community college accountability report, examples of student follow-up questionnaires, and examples of employer follow-up questionnaires. (MAA)

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National Council for Occupational Education Series

Accountability In Community Colleges

Balancing The Perception With Reality

NCOE Accountability Task Force

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JC 970 170

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The National Council for Occupational Education is a private, non-profit, professional organization committed to promoting excellence and growth in occupational education. As an affiliate council of the American Association of Community Colleges, NCOE provides a national forum for workforce and economic development professionals to affect and direct the future of work-related education globally, and the role of two-year colleges in this arena. NCOE includes occupation, vocational, technical, and career educators, economic development professionals, business, labor, military, and government representatives.

NCOE's Primary Goals

- To provide a national forum in occupational education and economic development;
- To support federal and state legislation enhancing post-secondary education and economic development;
- To advise AACC on policy development affecting occupational education;
- To provide critical information to members on current and future trends;
- To provide leadership through national and regional research studies, projects, and conferences; and
- To link NCOE members to other important organizations whose missions and goals are similar to those of the national council.

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Abstract

The National Council for Occupational Education established the Accountability Task Force to ensure that the unique characteristics of community college occupational education and the products that it produces are recognized. The effort was directed so that NCOE would play a major role in designing the "effectiveness measures" which have been one of the most significant dimensions of workforce development policy discussions in the past few years.

This paper identifies the Focus of Institutional Effectiveness Measures, General Criteria and Elements for Accountability, and Appropriate Uses of the Data. Six factors should be considered in the development and interpretation of accountability mechanisms: Student Intent, Participation demographics, Business and Industry Involvement, Student Success, Student Satisfaction and other related measures. Accountability systems include three major dimensions, Participation Characteristics, Participant Intent and Goals, and Outcome Assessment. Accountability Data is then used for program review and development, to provide outcome reports to the community served, and to assist regulatory and legislative bodies in their assessment and oversight tasks.

It is the intent of NCOE that this monograph assist colleges and policy makers to develop and implement effective accountability systems. These systems would then document program success, draw focus to areas where change and improvements are needed, and provide evidence that resources are being used effectively.

Dr. Norv Welsfry
Chair
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Background

The call for Education to be more accountable and responsive to the demands of today's society and economy continues to sound loudly. The initial calls were included in *A Nation at Risk*, *The Neglected Majority*, *America's Choice*, and perhaps the most relevant to Occupational Educators, the *Carl D. Perkins Vocational and Applied Technology Education Act*. They all voiced concerns related to the products produced by the Educational system in the United States. These calls have become even more pronounced in recent years. The *School-To-Work Opportunity Act* and *Goals 2000: Educate America Act* also include this call. But probably the most notable proposal is the recently introduced *Reemployment Act of 1994 (HR4050/S1951)* which includes the concepts of "customer choice" and a "Universal One-Stop System" which will cause more competition in the workforce development system with a demand for performance standards. A central theme to all of these calls for reform is the need for an accounting of how public moneys are spent and clear evidence that what is being done is working. The specific recommendations and requirements regarding reform and accountability have taken various forms. Senator Tom Hayden in California proposed a community college "report card" which included over one-hundred individual performance measures of community college effectiveness; a proposal which was very specific and highly prescriptive. The California Community College Reform Bill of several years ago included a requirement for accountability with twenty-five "guidelines" for measuring institutional effectiveness. Accountability was clearly one of the major issues in the Perkins Vocational and Applied Technology Education Act. The performance measurement system as reflected in the Act's requirements for a System of Standards and Measures will almost certainly be a major factor in the upcoming re-authorization debate.

Accountability has also been on the mind of community college professionals. Many national organizations have recognized the need to measure *Institutional Effectiveness*. The National Council of Instructional Administrators (NCIA) was involved in "Project Cooperation," an effort to measure the impact of *value added education*, through student outcome measures. The Fund for the Improvement of Post-Secondary Instruction (FIPSI) funded a project in conjunction with AACC to develop a model student tracking system. The National Alliance of Community and Technical Colleges developed a set of Indicators of Institutional Effectiveness.

NCOE also identified a role in this effort and established a task force to develop a policy paper on the accountability process. The Accountability Task Force was an effort by the NCOE to insure that the UNIQUE characteristics of Community College Occupational Education and the products that it produces are recognized. This effort was also designed to insure that occupational education play a major role in describing the "effectiveness measures" developed through the policy discussions.

Focus of Institutional Effectiveness

Based on our analysis, there are three major focuses of institutional effectiveness measures. First are the **before** measures. These are the entry measures of various assessment and matriculation efforts which are used to insure proper placement of students into courses and programs. The second set, the **during** measures, are directed at the effectiveness of the educational process, the *value added approach*. The last set, the **after** measures, are what we are calling **accountability measures** because they identify what happens to students when they leave our institutions and assess the effectiveness of the educational experience of these students.

Any measure of success depends on numerous components. In many of the discussions about accountability, the focus has been on outcomes without regard to critical and related factors. Six general factors must be considered in the development and interpretation of any accountability mechanism.

Intent

The demographics of today's students and the dynamics of the changing labor market make student intent a critical variable. If placement statistics or graduation rates are examined without looking at the intent of the students enrolled in the program, the results of this examination will be severely distorted. Community colleges are a major force in the preparation and retraining of the work force. If one takes the perspective that all students are full time students in preparation for an entry level position in their chosen lifetime career, then one ignores the reality of 80 percent of today's student.

Participation

Gender equity and affirmative action goals have established that participation in occupational education programs should reflect the community at large. Therefore the participation of minorities and non-traditional students in programs is a major indicator of the success of those programs.

Business and Industry Involvement

One of the factors that makes occupational education different from general education is the involvement by business and labor in the planning, delivery, and evaluation of programs. This not only insures that programs are designed to meet the changing requirements of the labor market, it is a basic element in assessing the quality and success of these programs.

Success

The success of students, and programs, is directly related to the goals, or intents, of the students. Therefore, the measure of success must be the achievement of a stated goal, whether it is continued education, a first job, a new career, or advancement in an existing career. All of these are relevant measures of success. The changing goals of students must also be considered. A first-time student may

be looking to start a career. However, during a career, a student will probably need to return to the college several times to acquire a new skill, polish or expand existing skills, or train for a new career in response to changing technological demands.

Satisfaction

A major indicator of success in the marketplace is customer satisfaction. The same should be true of education. If the students are satisfied with the quality of instruction and the relation of that instruction to their jobs and careers, then that is a positive indication that the program is accountable. In another sense, employers are also customers of the program, and as such their satisfaction with program graduates must also be considered.

Related Measures

In addition to the success measures outlined above, there are additional factors to be considered. These include the quality of facilities and equipment, the needs of the community, employment data (salaries, hours worked, etc.) and productivity measures which reflect on the financial efficiency and effectiveness of the program and college.

General Criteria and Elements for Accountability

The general structure of an accountability system includes three parts; Participation Characteristics, Participant Intent/Goals, and Outcome Assessment. These describe who participates in the programs being measured, identify why they participate, and lastly, identify whether the participants goals were achieved. Each of these factors is inter-dependent with the others, although each of them also stand alone.

Participation /Access

A major theme in the Perkins Vocational and Applied Technology Education Act is the encouragement of improved access of identified special populations into occupational education. The entire community college movement is based on the goal of making higher education more accessible to the broadest range of the nation's citizens. Therefore, in order to begin to assess the effectiveness of community colleges, the accountability system must determine who is in the system, in terms of both demographics and preparation.

Demographics

The demographic profile of an institution is important in both absolute and relative terms. In absolute terms, it identifies the characteristics of participants. In relative terms, it compares the institution's profile to that of the community it serves. Therefore, the demographic profile needs to include basic elements such as:

- Gender
- Ethnicity
- Age
- Special needs/special populations
  (This includes the disabled, economically and educationally disadvantaged, those with language limits such as English as a Second Language, and other unique characteristics specific or unique to an institution's area.)

Preparation

The profile of an institution also needs to describe the prior preparation of the participants. It is clear that students coming to community colleges bring a broad range of academic preparation, from those with a high potential for success to those who lack the basic learning skills necessary to succeed. Students also bring a broad range of aptitudes for various programs.

Academic Preparation

As noted earlier, many of the major documents regarding the status of education today are highly critical of the academic preparation of students. For a large number of high school graduates, it is no longer a valid assumption that they are prepared for the increasingly complex demands of employment, much less college level course work. This picture is further complicated by the substantial drop-out rate among secondary students. This implies that assumptions about the time required to complete post-secondary occupational training are no longer valid. In order to be able to draw appropriate conclusions about the performance of programs, it is necessary to ascertain the level of performance of students entering programs. From one perspective, this provides a better measure of their probability of success in a program and helps to develop appropriate remedial programs to improve their success. However, it also gives a more valid base to ascertain the reliability of program "success/completion" rates.

Occupational Readiness (Aptitude)

In the same way that academic preparation assessment measures determine a participant's probability of academic success in a program, aptitude assessments (occupational readiness measures) help to determine their potential to adapt to a particular

occupational field. In selecting a career, students should consider whether they have the non-academic characteristics needed to be happy and successful in a career. Certain careers require certain types of work, be it "outside" or "inside" work, attention to detail, repetitive tasks, and so forth. Therefore this information is an important element in determining the success of a program, especially from the perspective of persistence.

Student Intent/Goals

Changes in student demographics challenge traditional assumptions regarding student goals. The average age of community college students on a national basis is more than 28 years of age. Many occupationally oriented students are not attending to acquire the skills needed for a first job. Changes in the labor market increasingly require workers to return for additional training in order to retain their jobs or acquire new jobs.

Student intents or goals are crucial factors in determining the success of a program. If only one measure of success is used, such as the attainment of a degree or certificate, those participants who never have that as a goal will be measured as non-achievers, when in fact that was never their intent.

The point at which a student's goal is established is also an important factor. There is a need for recognition of changing goals on the part of students during their attendance at an institution. If a student decides on a different occupational objective in the course of a program, that should not be interpreted as a negative factor for the original program. Student goals should be updated as they change so that the accountability mechanism measures completions in relation to the most current goals expressed by students.

It is essential that policy makers understand that the traditional roles of community colleges have changed. Community college involvement in economic development is critical to the interpretation of an accountability system. Continuing education, retraining, and upgrade training activities have become as important as the initial education done for individuals entering the labor market. These activities will become even more important in the future.

Outcome Assessment

The most visible aspect of the accountability process is the assessment or measurement of outcomes. These outcome measures can be compared to predetermined standards or goals. However, as has been noted above, the outcomes must also be analyzed in relation to the goals and intents of the students. A number of outcome factors which should be considered in an accountability system are outlined below.

Goal Attainment

Students enroll in programs to achieve a goal. However, there should be a measure that determines the extent to which students have met their stated goals. This would provide for comparable statistics because outcomes would be analyzed in relation to the objectives of the students enrolled in the program.

Placement Data

Placement data are the basic measure of accountability for occupational programs, since that is congruent with the stated purpose of these programs. Placement data should be reviewed from several perspectives such as employment status, relationship of job to major or focus of study, and, if relevant, licensure information.

Employment Status

The employment status of participants upon completion of the program is a critical measure. This measure should be reflected in the following groups:

- Employed full-time;
- Employed part-time;
- Employed by the military;
- Unemployed (but actively seeking employment) and;
- Unemployed (and not seeking employment).

Relationship to Major

Placement data should reflect the relationship of the employment to the major. This includes data which illustrates whether employment is directly related, closely related, or remotely/not related to the program being measured.

Licensure

Many occupational training programs are designed to meet state or national licensing requirements. Therefore, placement statistics should also include data on the pass/completion rates for these licensure requirements.

Satisfaction

In addition to information related to student outcomes, good accountability systems should include measures of student satisfaction with their experience. Increasingly the business community is focusing its attention to customer satisfaction. Post-secondary institutions should share that concern and collect information related to it.

Student Satisfaction

The survey is the research tool used to determine student satisfaction. In the survey process, which is easily linked with the process to acquire placement information, students who are no

longer enrolled (through graduation or for another reason) are asked questions relevant to the needs of the institution. These questions should solicit several types of information including the degree:

To which

- The program/courses prepared them for continuing education;

To which

- The program/courses related to a student's long term career goals;

To which

- College services met student needs;
- Of satisfaction with the curriculum;
- Of satisfaction with their experience at the institution.

Even though these data are subjective, they should be collected in a manner so that it is expressed quantitatively. If desired, a section can be added to the survey instrument so that respondents can add anecdotal information or make other comments.

Employer Satisfaction

One inherent aspect of accountability which is inherent in the concept, but is often not included in many processes is the satisfaction of employers. Although the program participants and graduates are one type of "customer," employers are another critical "customer" and as such should be solicited for information regarding their perspectives of the participants that they employ.

These data could be collected in several ways. The most efficient is through a follow-up survey. However, if response rates are too low to provide sufficient information, personal contacts by college staff could result in a higher level of response. Several institutions which were part of the process to develop this paper, used the personal follow-up process with very successful results. The United States Air Force Technical Training System uses a combined process of surveys and personal follow-up by an evaluation staff. One aspect of the Air Force's process is to integrate this "employer" satisfaction process with its program evaluation system.

The Air Force evaluation system provides a good outline of the essential components of an employer satisfaction analysis. The purpose of its follow-up system is to determine whether supervisors are satisfied with program graduates so that training programs can be adapted to accommodate user needs. The system reviews whether training is being used (relevance of training to employer demands) and whether graduates are sufficiently trained (performing to a predetermined standard). Supervisors of graduates

are contacted to provide feedback. They are asked to rate graduates on the pertinency and adequacy of training and encouraged to recommend improvements. This provides a level of involvement for "employers" beyond a simple evaluation process. Colleges could adapt this concept to augment their program advisory committee processes.

The United States Air Force Education and Training Command uses a number of processes to acquire the information that it includes in the evaluation system. The initial process includes a questionnaire sent to graduates and their supervisors. On a more select basis, field visits are made to employer sites for more in-depth interviews. In addition to these processes, several other processes are used to acquire more specific information. *Training Quality Reports* are used for supervisors to identify specific deficiencies in graduates. A *Customer Service Information Line* provides the supervisors with a dedicated telephone contact to the program. Supervisors have the opportunity to discuss problems with those responsible for training programs. *Utilization and Training Workshops* and *Occupational Surveys/Reports* provide more specific occupational data and are used for program planning and modifications.

Although the Air Force's evaluation system is complex and detailed, it provides a number of concepts which colleges could integrate into their follow-up and accountability systems. Regardless of the degree to which employer satisfaction is integrated into the accountability system used by a college, it should be an element of the process. There are some basic elements which should be included in an employer satisfaction analysis:

Attitude Assessment: This is a measure of graduate "workability" skills.

Skill Level Assessment: This measures the skills which graduates possess and the appropriateness of those skills to the requirements of the employers.

Promotional Potential: This provides an opportunity to comment on the ability of graduates to move up the career ladder in the occupation.

An Employer follow-up analysis should also be tied to the college the graduates attended. It would not serve the viability of the accountability process for an institution if the evaluation and satisfaction comments were for individuals who were not graduates of the college (whether good or bad).

Financial/ Productivity Statistics

Cost/Benefit Analysis

A final aspect of the accountability system is based on the financial system. There needs to be a cost-benefit analysis of the program. Financial analysis could be categorized as follows:

- Total Funding for the College;
- Average Expenditure per student;
- Average Expenditure per graduate;
- Expenditure by Category such as instructional salaries, instructional supplies, instructional equipment, other instructional expenditures, student support expenditures, and other institutional expenditures.

Economic Impact Analysis

If an institution has the capability to do an economic impact analysis, this is an effective way to give a more balanced perspective of institutional spending. Economic impact analyses reflect the benefit side of expenditures such as the employment and related personal income in a community generated by college expenditures. As such they reflect the institution's budget as a benefit, as well as an expenditure. With the addition of other benefits as reflected in the follow-up and satisfaction dimensions of the accountability system, a full picture of the institution is available to the public.

Use of Data

As important as it is to collect and analyze follow-up data, it is equally important to insure that the data are effectively used. Three important uses of accountability data are for program review, program development, and for reporting to the community.

Program Review

In the comments above concerning the Air Force evaluation system, it is evident that the evaluation system is integral to the program review and evaluation process. Follow-up information, both from students and employers, must be integrated into internal program review and evaluation processes. This guarantees that college faculty and staff have recent data regarding graduates and can integrate the information into any potential program changes.

Follow-up Data should be a basic component of a program review process. These data provide the basic framework for external perspectives on the viability and success of a program.

Employer interviews, as part of an employer satisfaction system, are an effective supplement to the follow-up process. They have the double advantage of both acquiring additional information from employers and also building employer confidence in the programs.

The relationship of data/results to participation data should be integral to the program review process. Student goal data should be included in the accountability system. Analysis of comparable completion rates would provide a valuable perspective on program design and scheduling. Additional information sources are cited below. As much as possible, the program review processes should consider utilizing existing data rather than creating unique data. This has the advantage of consistency and comparability between and among programs. However, validity might also be enhanced because of the involvement of an external source.

If possible, follow-up information should be tied to other data bases such as unemployment insurance statistics. This relationship would adjust for the difficulties of low response rates on follow-up surveys and could improve the accuracy and reliability of salary and placement data.

Credentialing agencies are another source for valuable feedback information. Accreditation agencies for external groups, such as hospitals, could provide a unique perspective on the effectiveness of program graduates. Other external agencies may have information which would be useful in the program review processes.

Program Development

The information used in the program review process is also relevant to the program development process. As follow-up and satisfaction data are acquired, new, emerging or changing employment needs could emerge. The data would then serve to both identify changing and emerging needs and provide documented justification to reviewing and approval agencies.

Community Report Card

Another valuable use of the data is in the form of reports to the community. Frequently there is the assumption of quality without any real documentation. The information from the follow-up/accountability system provides concrete evidence of the performance of programs. This data then becomes a valid source to develop support for a program or college as well as providing data needed to address criticisms or other comments. One major concern expressed by Congress during the re-authorization of the Carl D. Perkins Vocational Education Act was the lack of information concerning the status and products of vocational education programs. That issue was one of the major factors in the heavy

emphasis on accountability in the new Act. Reports based on effective accountability processes will continue to be critical in future re-authorizations.

A format for an accountability system report with the elements relevant to it is included in Appendix A.

Role of Legislative/ Regulatory Bodies

As evidenced by the discussions related to the re-authorization of the Perkins Vocational Education Act and the actions of various states, there is increasing concern by legislative and regulatory bodies regarding accountability. Some of the actions by these bodies have not served occupational education well. Therefore a brief discussion of appropriate and inappropriate uses of accountability systems follows.

Appropriate Uses

There is no question that legislative and regulatory bodies have the right, and obligation, to information which indicates whether funds that they control are being spent appropriately and effectively. In some instances, the fiscal and regulatory accountability systems provide that information, especially in regard to appropriateness of expenditures. The requirement that there be a feedback/information system is justified. This system should identify the general elements required for that feedback system. Overly specific data requirements are uncalled for, especially when they do not consider unique characteristics of institutions.

Inappropriate Uses

When required reporting systems become overly prescriptive and specific, they become less valid. An example of this type of inappropriate reporting would be the Track Record Disclosure Form mandated in 1989 through the federal student financial aid system. This process not only required specific information, but also mandated how the information was to be reported. Unfortunately the system did not take into account existing data systems nor did it consider the ability of institutions to acquire the information in the form mandated by the regulations. More recently, the regulatory proposals of the U. S. Department of Education concerning "SPRE's" (State Postsecondary Review Entities) and the related reporting requirements have raised widespread concern within higher education about both efficacy and appropriateness.

There are examples of effective accountability systems mandated by legislative and regulatory bodies. When the California Legislature completed the reform legislation for the California Community Colleges (Assembly Bill 1725), it mandated an Accountability System. However, rather than specifying the elements and reporting process, it mandated the general elements of the accountability system and left it to the Community Colleges to develop the specific process to provide the desired information. The System of Standards

and Measures which is a major component of the Carl D. Perkins Vocational and Applied Technology Education Act is another example of an appropriate accountability system. The Act specifies that the system will exist and specifies general elements of the system. However, it is up to each state, utilizing a field based Committee of Practitioners, to develop and implement the system.

Conclusion

This paper reflects the concern and commitment of Community Colleges to respond effectively to the Accountability demands of the economy. In an effort to insure that this effort is effective, factors have been identified which are important to the success of this initiative. It is the intent that this document assist colleges and policy makers to develop and implement effective accountability systems to document the success of programs, draw a focus on areas where changes and improvements need to be made, and provide evidence that the resources committed to community colleges are being effectively utilized.

This paper identified six factors essential to accountability systems. They are 1) Student Intent, 2) Participation factors, 3) Business and Industry involvement, 4) Student Success measures, 5) Student and Employer Satisfaction measures, and 6) related measures such as fiscal and economic factors.

Also identified are three major elements of an accountability system. They are Participation/Access, Participant Intent/Goals, and Outcome measurement. Participation measures include demographics and preparation (academic and aptitude). Student Intent/goal information is necessary to describe the relationship of outcome measures to the student's purpose for participation. Outcome assessments measure Goal Attainment (related to Intent measures), Placement data, and Satisfaction measures (both from the Student and the Employer).

The last section of the paper describes appropriate and inappropriate uses of data for Program Evaluation (Review), Program Development, Community "Report Cards," and the role of legislative and regulatory bodies

Appendix A

Model Community College Accountability Report

Community College Accountability Report

Participation

Gender:	Male	%	Female	%			
Ethnicity:	Asian	%	African-American	%			
	Latino	%	Caucasian	%	Other	%	
Age:	16-24	%	25-29	%	30-34	%	
	35-44	%	45 & over	%			
Special Needs:	Disabled	%	Finacial Need	%			
	English as a Second Language			%			

Reason for Enrolling

Transfer to Four Year College	%
Improvement of Existing Job Skills	%
Preparation for a New Job	%
Personal Interest	%

Specific Goal From Enrollment

AA/AS/AAS Degree	%
Occupational/Technical Certificate/Diploma	%
Get a Job	%
Personal Enrichment	%
Get a Promotion	%
Other	%

Completion of Goal

Fully Completed	%			
Partially Completed	%			
(if partially completed, do you intend to return)	Yes	%	No	%
Not Completed	%			

Placement

Employment Status:	%
Employed Full Time	%
Employed Part Time	%
Employed - Military	%
Unemployed (actively seeking employment)	%
Unemployed (not seeking employment)	%

Relationship of Job to Study:

Directly or Closely Related	%
Remotely or Not Related	%

Salary:

$ per Hour Week Month Year

Hours Per Week Employed: Hours Per Week (average)

Satisfaction

How well did the courses taken at the college prepare students for continuing their education:

- Excellent %
- Satisfactory %
- Good %
- Fair %
- Inadequate %

How do courses relate to student's long term career goals:

- Immediate/Direct Benefit %
- Long Term/Direct Benefit %
- Indirect Benefit %
- No Benefit %

How do college services meet student needs: (rating scale: 1=poor - 5=excellent)

- Financial Aid
- Counciaing/Advising
- Job Placement
- Assessment/Matriculation Service
- Tutorial Services
- Learning Center/Lab
- Student Activities
- Library Services
- Health Center
- Disabled Student Services
- Housing (on campus)
- Other Sevices
  (please identify)

Satisfaction with college curriculm: (rating scale: 1=poor - 5=excellent)

- Quality of Instuction
- Grading/Testing
- Instructor Interest
- Content of Courses
- Class Size
- Equipment
- Other

Satisfaction with college experience: (rating scale: 1=poor - 5=excellent)

- Satisfaction with College
- Usefulness of College Program to Job
- Value of Courses for Career Goal

Types of Programs and Services:

- Listing of College Programs
- Listing of Funding Sources for College

Funding Level:

- Total Funding for College $
- Average Expenditure Per Student $
- Expenditure by Category
  - Instructional Salaries
  - Instructional Supplies
  - Instructional Equipment
  - Other Instructional Expenditures
  - Student Support Expenditures
  - Other Expenditures

Appendix B

Examples of Student Follow-Up Questionnaires

COMMUNITY COLLEGE OF DENVER
SUMMER 1989 GRADUATE SURVEY

This survey is designed to collect information about CCD graduates. The information collected through this survey will help CCD evaluate how well we are meeting the educational needs of current and future graduates. The results of this survey will be reported for graduates as a group and individual information will be kept confidential. Your cooperation is greatly appreciated.

NAME _____ STUDENT ID NO. _____

SECTION I

1. AGE _____ 2. MALE ____ FEMALE _____

3. MARRIED ____ SINGLE ____ NO. DEPENDENT CHILDREN _____

4. ETHNIC GROUP _____ 5. MAJOR _____

6. Why did you come to CCD?

Associate Degree	_____	Low tuition	_____
Certificate Program	_____	Close to home	_____
Interest in a class	_____	Close to work	_____
Job skill upgrade	_____	CCD reputation	_____

7. Did you work while you went to school? If so, please tell us the number of semesters you worked and the number of hours you worked per week. (e.g. 1 semester, 10 hours)

_____

_____

8. Please give the Community College of Denver a grade of "A", "B", "C", "D", "F" on the following items.

CCD classes in general	_____	CCD advising	_____
CCD teaching in general	_____	CCD student services	_____
CCD student activities	_____	CCD job placement	_____

9. Do you intend to continue your education after you graduate? If you do, please indicate below where you intend to continue.

COLLEGE/SCHOOL _____

FIELD OF STUDY _____

STATE/COUNTRY _____

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If you are about to receive an **AAS** degree, please answer the questions in **SECTION II.** If you are about to receive an **AA, AS** or **AGS** degree, please answer the questions in **SECTION III.**

SECTION II - AAS DEGREE

How well did CCD prepare you in:	EXCELLENT	GOOD	ADEQUATE	POOR	NONE
1. The theory involved in your technical specialty?	1	2	3	4	5
2. The practical applications of theory involved in your technical specialty?	1	2	3	4	5
3. The communication skills (reading, writing & speaking) required by your technical specialty?	1	2	3	4	5
4. The mathematical skills required by your technical specialty?	1	2	3	4	5
5. The reasoning, problem solving and critical thinking skills required by your technical specialty?	1	2	3	4	5

SECTION III - AA, AS AND AGS DEGREES

How well did CCD prepare you to:	EXCELLENT	GOOD	ADEQUATE	POOR	NONE
1. Plan and conduct research?	1	2	3	4	5
2. Plan and write well-structured papers?	1	2	3	4	5
3. Compose and deliver oral presentations?	1	2	3	4	5
4. Read and think critically.	1	2	3	4	5
5. Analyse and use numerical data?	1	2	3	4	5
6. Organize and analyse data using scientific methods?	1	2	3	4	5

COMMUNITY COLLEGE OF DENVER
AAS DEGREE GRADUATE SURVEY

This questions on this survey will ask you to rate CCD on how well the college prepared you for your current position. The information collected through this survey will help CCD evaluate how well we are meeting the educational needs of students in the Denver metropolitan area. The results of this survey will be reported for graduates as a group and individual information will be kept confidential. Your cooperation is greatly appreciated.

NAME _____

PLACE OF EMPLOYMENT _____

SECTION I - BACKGROUND

1. Job title _____

2. Please briefly describe your job duties:

_____

_____

3. Length of employment _____

4. Your primary source for obtaining this job was:

a. own initiative.
b. mutual acquaintance
c. internship program
d. through a CCD faculty member
e. employment agency
f. Aurarie job placement office
g. other (please specify)

_____

5. I work <u>full time</u> (35 hours per week or more) in a job that is
_____ related to my major field of study.
_____ not related to my major field of study, but one I chose.
_____ not related to my major field and not what I want.

6. I work <u>part time or on a seasonal basis</u> in a job that is
_____ related to my major field of study.
_____ not related to my major field of study.

7. What advice would you like to share with CCD students so that they may be better prepared to enter the workforce?

_____

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SECTION II - TECHNICAL PREPARATION

How well did CCD prepare you in:	EXCELLENT	GOOD	ADEQUATE	POOR	NONE
1. The theory involved in your technical specialty?	1	2	3	4	5
2. The practical applications of theory involved in your technical specialty?	1	2	3	4	5
3. The communication skills (reading, writing & speaking) required by your technical specialty?	1	2	3	4	5
4. The mathematical skills required by your technical specialty?	1	2	3	4	5
5. The reasoning, problem solving and critical thinking skills required by your technical specialty?	1	2	3	4	5

SECTION III - JOB OUTLOOK

	EXCELLENT	GOOD	ADEQUATE	POOR	VERY POOR
1. How would you rate the overall adequacy of your training?	1	2	3	4	5
2. How would you rate your training in comparison to other employees <u>with</u> college training?	1	2	3	4	5
3. How would you rate your training in comparison to other employees <u>without</u> college training?	1	2	3	4	5
4. To what extent does your training add to your job performance?	1	2	3	4	5
5. To what extent does your training add to your ability for future job advancement?	1	2	3	4	5

COMMENTS _____

_____

COMMUNITY COLLEGE OF DENVER
AA,AS & AGS DEGREE 1989 GRADUATE SURVEY

This survey is designed to collect information about CCD graduates. The information collected through this survey will help CCD evaluate how well we are meeting the educational needs of students, especially those who continue their education at other institutions. The results of this survey will be reported for graduates as a group and individual information will be kept confidential. Your cooperation is greatly appreciated.

NAME _____

CCD MAJOR _____

SECTION I - BACKGROUND

Have you continued your education after graduation? If you have, please answer all of the following questions. If you have not continued your education at another institution for any length of time after graduation, please answer the questions in **SECTION II** and **SECTION III** only.

1. School/College _____

2. Field of Study _____

3. City/State _____

4. What approximate percentage (%) of your courses were directly transferable to your current educational program? _____ %

COMMENTS _____

_____

SECTION II - FOR GRADUATES NOT CONTINUING AT ANOTHER INSTITUTION

1. I work full time (35 hours per week or more) in a job that is
   _____ related to my major field of study.
   _____ not related to my major field of study, but one I chose.
   _____ not related to my major field and not what I want.

2. I work part time or on a seasonal basis in a job that is
   _____ related to my major field of study.
   _____ not related to my major field of study.

3. I am not employed and looking for a job.

4. I am not employed and not looking for a job at this time because:
   _____ personal or family situation

SECTION III - ACADEMIC PREPARATION

How well did CCD prepare you to:	EXCELLENT	GOOD	ADEQUATE	POOR	NONE
1. Plan and conduct research?	1	2	3	4	5
2. Plan and write well-structured papers?	1	2	3	4	5
3. Compose and deliver oral presentations?	1	2	3	4	5
4. Read and think critically.	1	2	3	4	5
5. Analyse and use numerical data?	1	2	3	4	5
6. Organize and analyse data using scientific methods?	1	2	3	4	5

SECTION IV - ACADEMIC PERFORMANCE

	EXCELLENT	GOOD	ADEQUATE	POOR	VERY POOR
1. How would you rate the overall adequacy of your preparation?	1	2	3	4	5
2. How would you rate your preparation in comparison to other students at your college or school?	1	2	3	4	5
3. To what extent does your preparation add to your academic performance?	1	2	3	4	5
4. To what extent does your preparation add to your ability for future career advancement?	1	2	3	4	5

COMMENTS _____

_____

_____

_____

COSUMNES RIVER COLLEGE [*Name/address label here*]
COMMUNICATIONS MEDIA: RADIO/TV PRODUCTION (1988-89, 1989-90)

Please check the bracket to the left of the title of each of the college classes that you have completed:

1	[ ]	CMed 26	History of American Radio	11 [ ]	CMed 74 Advanced TV Production
2	[ ]	CMed 50	Mass Media and Society	12 [ ]	CMed 76 Radio Workshop
3	[ ]	CMed 54	Basic Film/Video Camera Tech.	13 [ ]	CMed 80 Video Graphics Techniques
4	[ ]	CMed 56	Radio Studio Operations	14 [ ]	CMed 86 Automated Radio
5	[ ]	CMed 62	Intro to Telecommunications	15 [ ]	Photo 1 Photography Appreciation
6	[ ]	CMed 63	Broadcast Writing/Announcing	16 [ ]	Photo 40 Elementary Photography
7	[ ]	CMed 64	Television Production	17 [ ]	Speech 1 Speech Communication
8	[ ]	CMed 66	Intro to Radio Workshop	18 [ ]	Speech 2 Persuasive Speech
9	[ ]	CMed 70	Multimedia Graphics	19 [ ]	Speech 7 Voice and Diction
10	[ ]	CMed 73	Broadcast Journalism	20 [ ]	

Is your present job related to the occupational skills taught in the classes you checked?

1 [ ] Yes
2 [ ] No
3 [ ] Related to other classes? (Please list)

Many of the essential occupational skills and knowledge you may have learned through the classes you checked are listed below.

Please check the column which describes the importance of the skill or knowledge to your job. You may wish to check more than one column; check only those skills and knowledge you were taught.

Occupational Skills and Knowledge	Helped to get the job?	Helped to do the job?	Helped to advance on the job?	Not helpful in your job?
1 Knowledge of Mass Media Systems				
2 Knowledge of Radio/Television Systems				
3 Knowledge of Cable Television				
4 Knowledge of Ratings Systems				
5 Knowledge of the History of Radio/Television				
6 Knowledge of Regulation of Radio/Television and Cable				
7 Knowledge of Emerging T[illegible]				
8 Skill in Writing Comm[illegible] Radio/Television				
9 Skill in Writing New[illegible]elevision				
10 Skill in Performi[illegible]elevision				
11 Skill in Preparin[illegible] for Television				
12 Skill in the Use o[illegible]evision Camera				
13 Skill in Using Lens[illegible]/Perspective to Focal Length Relationships				
14 Skill in Editing for Television				
15 Skill in Using a Switcher and Character Generator				
16 Skill in Using Audio Equipment				
17 Skill in Using a Computer with Video				
18 Skill in Directing a Radio/Television Program				
19 Skill in Producing a Radio/Television Program				
20 Work Experience in Radio/Television				

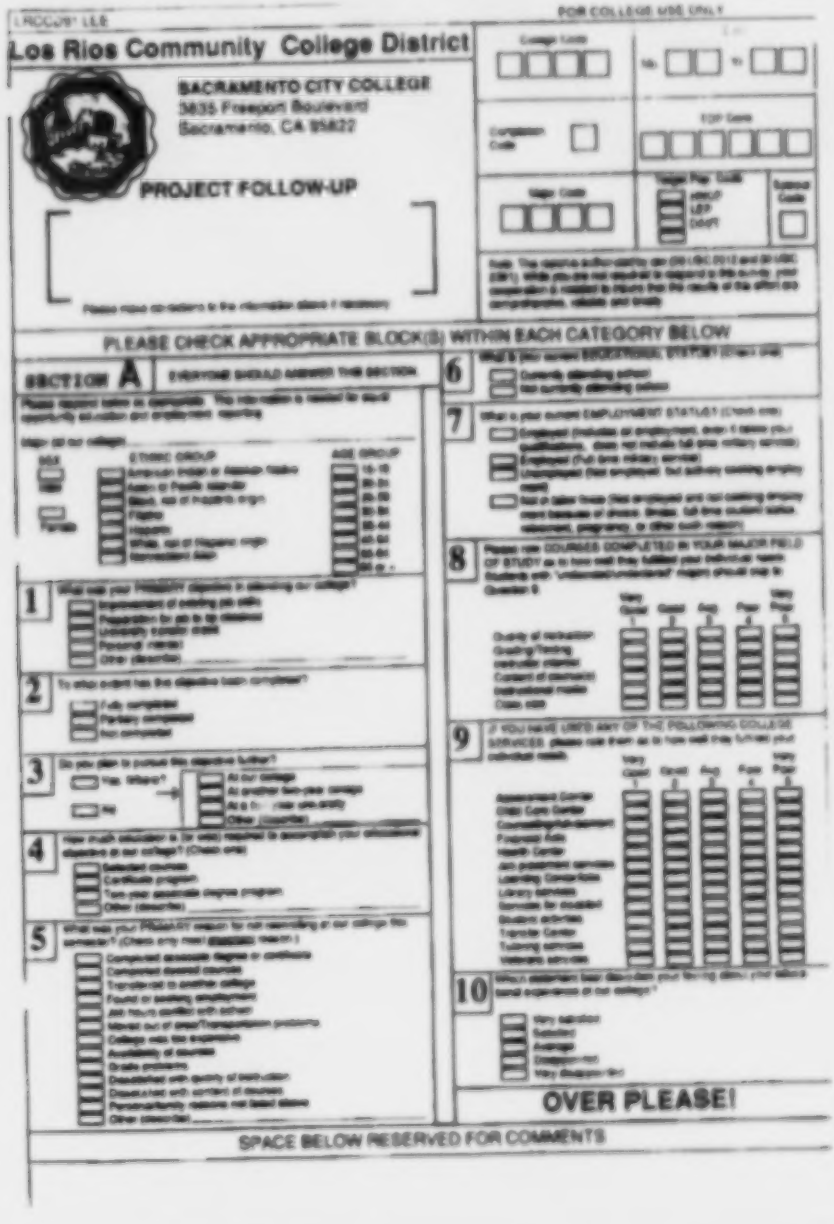
SAMPLE

Were there occupational skills you needed and were not taught? If so, please list the skills you needed:

How could the College have prepared you better for employment? Please explain:

That is all the questions, thank you for taking the trouble to complete this form.
Please mail it in the enclosed envelope, no stamp is necessary.

BEST COPY AVAILABLE



Los Rios Community College District

SACRAMENTO CITY COLLEGE
3835 Freeport Boulevard
Sacramento, CA 95822

PROJECT FOLLOW-UP

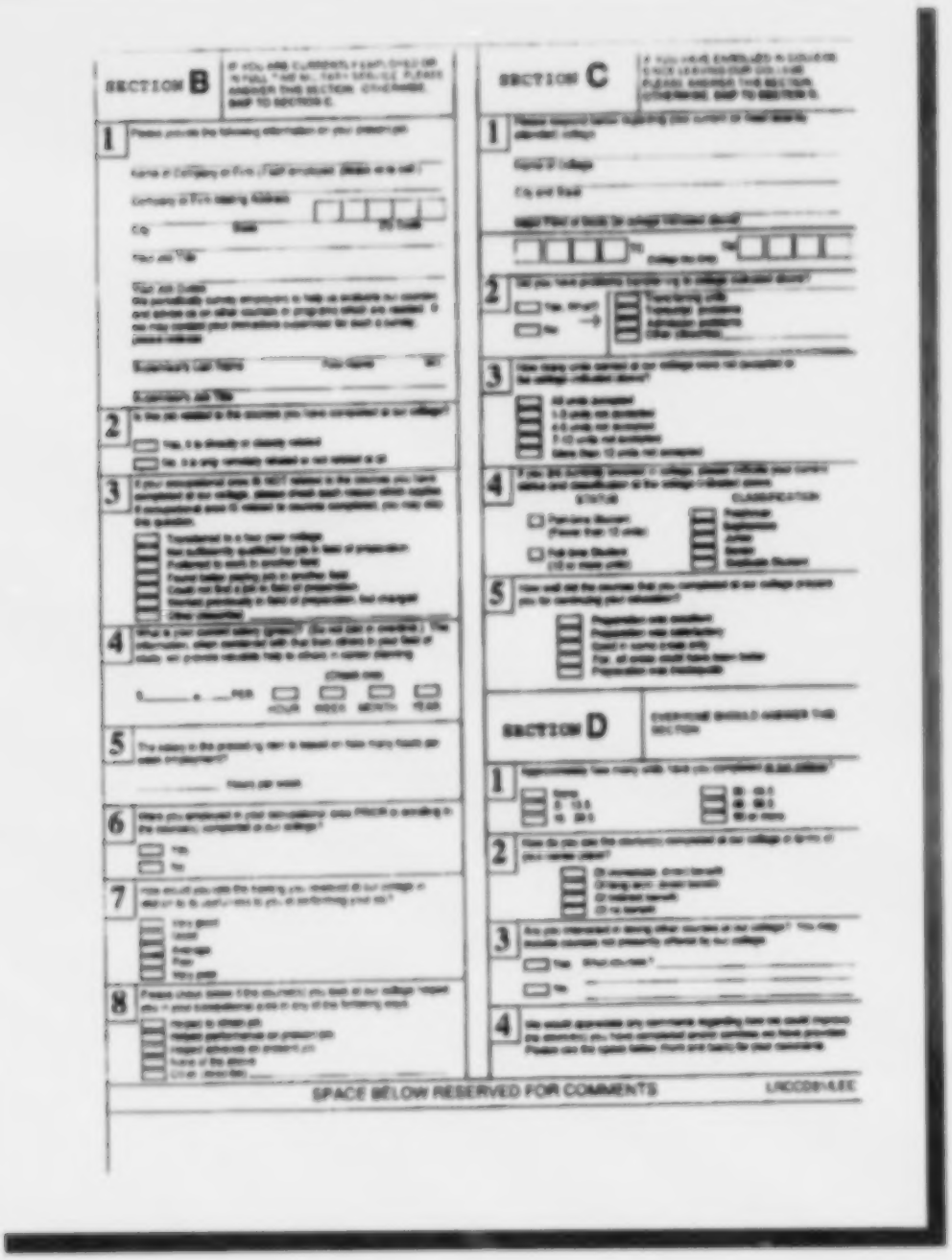
FOR COLLEGE USE ONLY

PLEASE CHECK APPROPRIATE BLOCK(S) WITHIN EACH CATEGORY BELOW

SECTION A

OVER PLEASE!

SPACE BELOW RESERVED FOR COMMENTS



SECTION B

SECTION C

SECTION D

SPACE BELOW RESERVED FOR COMMENTS

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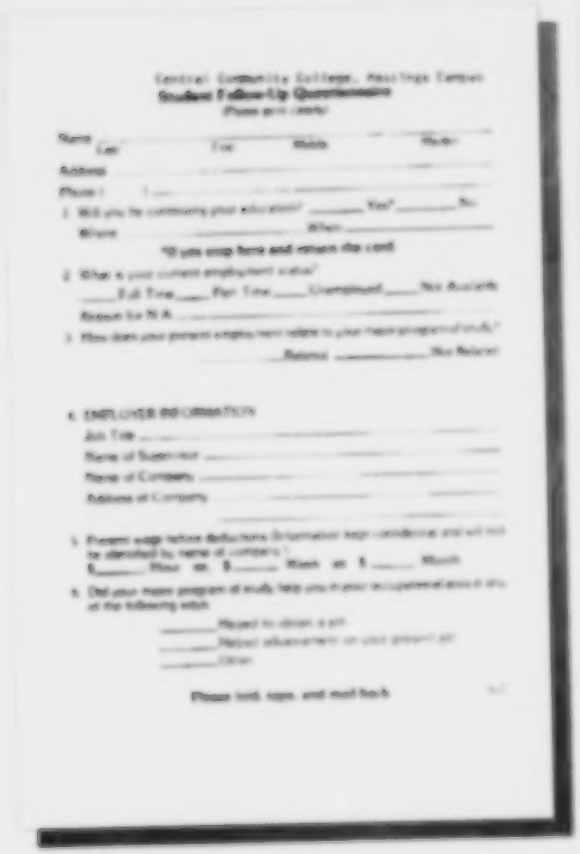


Central Community College, Hastings Campus

Student Follow-Up Questionnaire

(Please print clearly)

Name _____
Last First Middle Maiden

Address _____

Phone ( ) _____

1. Will you be continuing your education? _____ Yes* _____ No
Where _____ When _____

*If yes stop here and return the card.

2. What is your current employment status?
_____ Full Time _____ Part Time _____ Unemployed _____ Not Available
Reason for N.A. _____

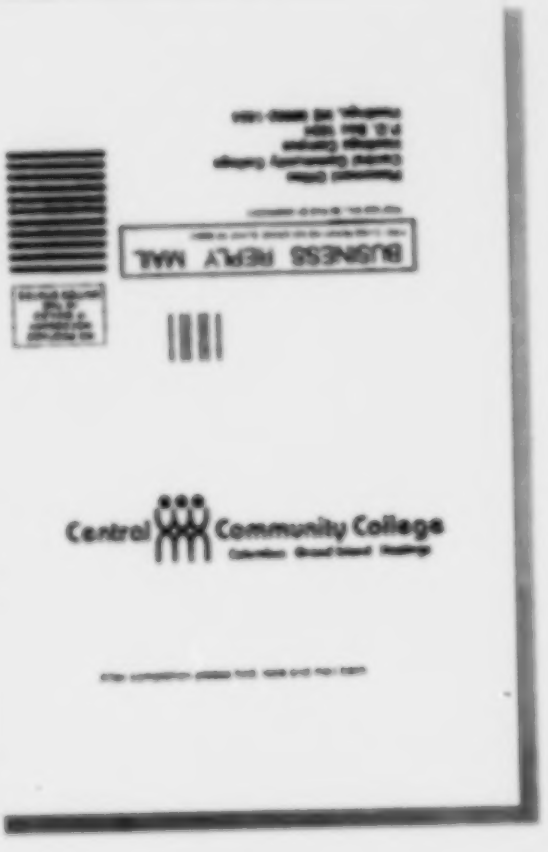
3. How does your present employment relate to your major program of study?
_____ Related _____ Not Related

4. EMPLOYER INFORMATION
Job Title _____
Name of Supervisor _____
Name of Company _____
Address of Company _____
_____

5. Present wage before deductions (information kept confidential and will not be identified by name of company):
$_____ Hour or $_____ Week or $_____ Month

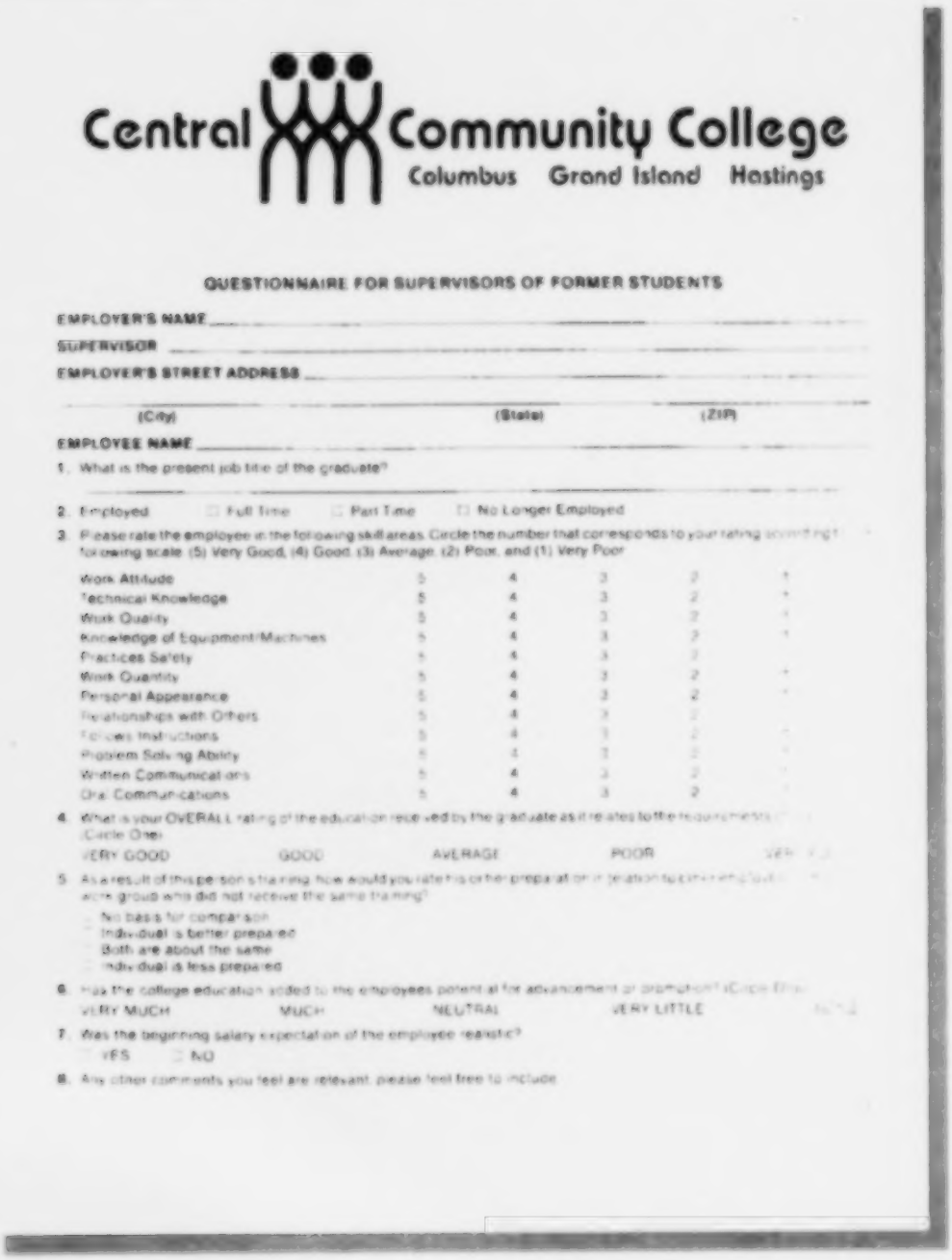
6. Did your major program of study help you in your occupational area in any of the following ways:
_____ Helped to obtain a job
_____ Helped advancement on your present job
_____ Other

Please fold, tape, and mail back



BUSINESS REPLY MAIL

Central Community College



Central Community College
Columbus Grand Island Hastings

QUESTIONNAIRE FOR SUPERVISORS OF FORMER STUDENTS

EMPLOYER'S NAME _____

SUPERVISOR _____

EMPLOYER'S STREET ADDRESS _____

(City) (State) (ZIP)

EMPLOYEE NAME _____

1. What is the present job title of the graduate?

2. Employed ☐ Full Time ☐ Part Time ☐ No Longer Employed

3. Please rate the employee in the following skill areas. Circle the number that corresponds to your rating according to the following scale: (5) Very Good, (4) Good, (3) Average, (2) Poor, and (1) Very Poor

Work Attitude	5	4	3	2	1
Technical Knowledge	5	4	3	2	1
Work Quality	5	4	3	2	1
Knowledge of Equipment/Machines	5	4	3	2	1
Practices Safety	5	4	3	2	1
Work Quantity	5	4	3	2	1
Personal Appearance	5	4	3	2	1
Relationships with Others	5	4	3	2	1
Follows Instructions	5	4	3	2	1
Problem Solving Ability	5	4	3	2	1
Written Communications	5	4	3	2	1
Oral Communications	5	4	3	2	1

4. What is your OVERALL rating of the education received by the graduate as it relates to the requirements of the job? (Circle One)

VERY GOOD GOOD AVERAGE POOR VERY POOR

5. As a result of this person's training, how would you rate his or her preparation in relation to other employees in the same work group who did not receive the same training?

☐ No basis for comparison
☐ Individual is better prepared
☐ Both are about the same
☐ Individual is less prepared

6. Has the college education added to the employees potential for advancement or promotion? (Circle One)

VERY MUCH MUCH NEUTRAL VERY LITTLE NONE

7. Was the beginning salary expectation of the employee realistic?

☐ YES ☐ NO

8. Any other comments you feel are relevant, please feel free to include.

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Appendix C

Examples of Employer Follow-Up Questionnaires

COMMUNITY COLLEGE OF DENVER
1989-90 GRADUATE EMPLOYER SURVEY

These questions on this survey will ask you to rate CCD on how well the college prepared your employee for his or her position. The information collected through this survey will help CCD evaluate how well we are meeting the educational needs of employers in the Denver metropolitan area. The results of this survey will be reported for graduates as a group and individual information will be kept confidential. Your cooperation is greatly appreciated.

EMPLOYEE NAME _____

PLACE OF EMPLOYMENT _____

NAME AND TITLE OF PERSON COMPLETING SURVEY

_____

SECTION I - BACKGROUND

1. Employee job title _____

2. Please briefly describe the duties of the employee:

_____

_____

3. Length of employment _____

4. Respondent's relationship to employee _____

5. The primary source for initial hiring of the employee was:

a. employee initiative
b. mutual acquaintance
c. internship program
d. through a CCD faculty member
e. employment agency
f. Auraria job placement office
g. other (please specify)

_____

SECTION II - EMPLOYEE PREPARATION

How well did CCD prepare your employee in:	EXCELLENT	GOOD	ADEQUATE	POOR	NONE
1. The theory involved in his/her technical specialty?	1	2	3	4	5

	EXCELLENT	GOOD	ADEQUATE	POOR	NONE
2. The practical applications of theory involved in the technical specialty?	1	2	3	4	5
3. The communication skills (reading, writing & speaking) required by the technical specialty?	1	2	3	4	5
4. The mathematical skills required by the technical specialty?	1	2	3	4	5
5. The reasoning, problem solving and critical thinking skills required by the technical specialty?	1	2	3	4	5

SECTION III - JOB OUTLOOK

	EXCELLENT	GOOD	ADEQUATE	POOR	VERY POOR
1. How would you rate the overall training of your employee?	1	2	3	4	5
2. How would you rate the employee's training in comparison to other employees <u>with</u> college training?	1	2	3	4	5
3. How would you rate the employee's training in comparison to other employees <u>without</u> college training?	1	2	3	4	5
4. To what extent does the employee's training add to his/her ability for future job advancement?	1	2	3	4	5
5. How would you rate the <u>present</u> job outlook in the employee's occupational field?	1	2	3	4	5
6. How would you rate the <u>future</u> job outlook in the employee's occupational field?	1	2	3	4	5

COMMENTS _____

_____

_____

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NCOE Task Force Issues

NCOE has task forces addressing major issues currently facing occupational education and workforce development. These task forces, their objectives and leadership are listed below.

Workplace Literacy

Analyze the level and scope of the community college role in developing workplace literacy. Survey community college activity in this realm. Support regional workshops and seminars to consider issues and bring literacy in the workplace to the forefront.

A coordinated project with the National Council for Continuing Education.

Chair: Charlotte Lee *Terra Technical College*

Tech Prep

Analyze issues and strategies in developing Tech Prep coalitions and programs. Compile critical components and barriers to Tech Prep programs with suggested directions to proceed.

Chair: Darrell Berry *Delta College*

Faculty Development

Clarify what professional development is and how it is established and supported in policy. Survey AACC members for current practices and sample programs.

Chairs: Marlene Hall
Community College of Denver
Jim Hoerner
VA Polytech Institute & State University

Diversity

Analyze impact and interrelationship of occupational education with diversity and demographics in the workforce and relate to the national agenda. Develop strategies and examples of successful activities and a technical manual.

Chairs: Diane Troyer
Harford Community College
Raul Ramirez
El Paso Community College

Coordination of Workforce Development

Examine workforce preparation issues in relation to national policy including strategies that integrate collaboration and coordination between legislature, agencies, and education. Identify barriers, develop standards and measures, and clarify options to deliver optimal education and service.

Chairs: Robert Mundhenk
Northampton Community College
Patricia Donohue
St. Louis Community College

Work Based Learning

Analyze size and scope of work based learning efforts in community colleges. Define terms and survey institutions.

A coordinated project with the National Center for Research in Vocational Education.

Chair: Russell Hamm *College of Lake County*

Homeless: Workforce Preparation

Clarify barriers the homeless face in seeking a role in the workforce. Develop options to provide occupational education and support successful transitions.

Chair: Lynn Slater *El Paso Community College*

NCOE Activities and Benefits

As an organization of over 1,000 members, the list of sponsored initiatives and activities are numerous and varied. NCOE is a volunteer organization and its success depends on the personal commitment of time, energy, and resources of its members and their institutions. The following list is an example of how the organization organizes itself to meet its mission and objectives:

1. It publishes position papers, monographs, directories, newsletters, and participates in a journal. Examples:

   the *Journal of Studies in Technical Careers*,

   the Council's *NCOE Newsletter*,

   the *NCOE Monograph Series* on occupational education issues,

   the annual *Membership Directory* for access to the NCOE network

2. It addresses major issues facing occupational education and workforce development through **Task Force** study and stimulating discussion on inter-governmental, inter-collegiate basis.
3. It offers a national network, organized by regions and states, connecting more than 500 two-year colleges on technical education issues.
4. It underwrites research programs and surveys that investigate the strengths and challenges of two-year college occupational education.
5. It sponsors national conferences, workshops, and seminars on national issues. The national conference is held in October.
6. It gathers and circulates ideas and models.
7. It monitors, reports on, and directly supports national legislation that enhances two-year college's abilities to deliver quality education.
8. It works directly with the U.S. Departments of Education and Labor.
9. It works directly with the National Center for Research in Vocational Education.